

Chapter 9 Reflective Questions – Knowing and being

1. What are the main reasons for the (historic and current) challenges of uptake for educational effectiveness research?

2. Why has the relationship between effectiveness and improvement research proved so problematic? What can we learn from the examples of success in integrating them?

3. The book provides a characterisation (indeed, a caricature) of the orientations and approaches of effectiveness and improvement research. In what ways are these characterisations fair and ring true and in what ways is there overlap and/or greater sophistication in their respective approaches?

4. What are the points of common ground for the purposes, assumptions, approaches and communities of effectiveness and improvement research? What are the points of tension?

5. How can effectiveness research and its findings be harnessed to build capital and effect educational improvement? How can effectiveness research feed into and better support improvement models and practices? How can improvement models and initiatives be more robustly evaluated?

6. How might the promise of the dynamic model of educational effectiveness' and 'dynamic approach' be realised at a greater scale and in different contexts? What wider lessons about how to support school improvement and effectiveness are there that might be adopted in policy and practice?

7. What lessons about evidence-informed policy can be learnt from EEI's experience of engaging with policy?

8. What are the main considerations for successful policy borrowing and scaling? What does an effective policy development and implementation approach look like? To what extent are rational, technical policy development and implementation models possible and desirable? What else is needed?
